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AND first of all as to the late appearance of this the last number for '87-88. It was our original intention to issue it during the summer, but after due consideration we decided to postpone its appearance until the beginning of the present session. As samples of our reasons for taking this course we may give the following; first, the very dispersed condition of the staff coupled with a remarkable neglect to send in contributions; second, the extreme depression which prevailed in the finance department; quite a number of our subscribers will understand the cause of that; third, the consciousness that heavy literature is not appreciated during the summer months; fourth, the further

consciousness, obtained from past experience that a good part of the present session would have slipped away before the Alma Mater Society bethought itself of the need to appoint a new staff. Should these reasons be deemed inadequate by any of our subscribers others even more cogent will be furnished on application provided a stamped envelope is enclosed for reply.

WITHIN the last month the staff of the College has been enlarged by the appointment of two new professors. Of this no doubt every reader of the JOURNAL is aware. We have to congratulate ourselves and all friends of the College upon the fact that the trustees have been enabled thus to add to the efficiency of our Alma Mater. But it is also matter for congratulation that the two new chairs are to be filled by men whose previous training and proved abilities give every expectation of the worthy fulfilment of their high duties. We are particularly gratified to know that the trustees in selecting the new professors were not influenced in their choice by any narrow prejudices of country or college. They clearly had in view nothing but the highest interests of the college and its students. They sought to secure the best men for the positions wherever they were to be found and quite irrespective of any minor considerations. Some few friends of the College, whom we venture to think a little narrow-minded on this point, seem to think that Canadians should have been preferred. Others would have excluded anyone who had received any part of his training in Univer-

sity College, Toronto. Had such counsels as these had any weight we fear the future prospects of Queen's would have been far from bright. It must be admitted that Canada has not had the means for giving a finished training in all departments, and a man with a purely Canadian training must be at a disadvantage as compared with one who has had the privileges of a European education. Again, however defective the training at University College may be, it does not follow that any one who has taken his ordinary college course there has been mentally crippled for life, or that he may not in other centres of learning and culture become thoroughly qualified for the occupation of a professorial chair. The selections made show that the trustees were not partial to Canadians, but also that they were not opposed to them; further, that they were not partial to the graduates of any Canadian university, but also that they had no narrow prejudice against the graduates of any of them.

WE would call attention to Professor Watson's address on "The Future of Our Universities," delivered on university day. The address contains important suggestions which the friends of higher education cannot afford to overlook. It is the very natural but no less wrong idea of most people in a new country like ours that the higher education and culture of the citizens is but a side issue or after-thought. Too often it is regarded as a mere luxury which may be sought after or not according as people have or have not a turn for that sort of life. Should culture become a fashionable pursuit then, indeed, we may find a great many philistines trying to acquire at least the manner and language of cultured people. But as the object sought is purely external so also is the culture. Of this we have an instance in much of the reputed culture of

Boston. Even this condition, however, poor as it is, is preferable to a dull apathy to all the things of the mind.

A nation's life no less than that of the individual does not consist in the abundance of things which it possesses. The higher or human life of the nation, as of the individual, is a spiritual one; and according to the development of its spiritual life so is the true greatness of the nation to be estimated. Doubtless *being* is to be secured in order to the attainment of *well-being*. But to make the conditions of mere *being* an end, instead of a means is to miss the essentials of our high vocation as men possessed of a spiritual nature. It is to spend our lives in merely preparing to live. Now, as Dr. Watson has pointed out, referring back to the experience of older countries, it is to our universities that we must look for the larger share of that influence which makes for culture. There if anywhere may the youth of the country be stirred up to take a nobler, more spiritual view of life than can be obtained from the ordinary work-a-day world. As Matthew Arnold puts it in his "Culture and Anarchy": "Culture begets a dissatisfaction which is of the highest possible value in stemming the common tide of men's thoughts in a wealthy and industrial community, and which saves the future, as one may hope, from being vulgarised, even if it cannot save the present." Now it is not pretended that this higher life is confined altogether to those who have had a university training. The universities simply are, or should be, the highest centres of culture, but with an influence which pervades the whole community, though often through channels more or less indirect. The question to be answered by those who recognize the importance of higher education in the determination of national greatness is simply, shall our universities be thoroughly fitted for the work required to be done?

DURING the summer a new and enlarged edition of Professor Watson's selections from the philosophical writings of Kant has been published by MacMillan & Co. Those who have had the privilege of following the fruitful lines of Kant's philosophical development under the guidance of Prof. Watson know what a thorough mental discipline that course affords. All such, and indeed all students of Kant, cannot but appreciate the work which he has done in setting out so clearly and in Kant's own words all the essentials of that remarkable philosophical development which his writings exhibit. The student is not relieved from the necessity of studying Kant at first hand, but he is relieved from wandering over much unnecessary ground and encountering many unnecessary perplexities. We cannot give a better idea of the object of the work than by presenting a portion of the prefatory note.

"My reason for presenting to the public these translations from the philosophical writings of Kant will be best understood if I state how they came to be made. The teacher of philosophy soon finds that a very powerful irritant is needed to awaken his pupils from their 'dogmatic slumber.' I do not doubt that it is possible to secure the desired end by a systematic criticism of the preconceptions that stand in the way of genuine philosophical comprehension. But my experience is that it is almost impossible, by this method, to prevent the average student from accepting what he is told without mastering it and making it his own. Thus he passes from one form of dogmatism to another, and with the new dogmatism comes the great enemy of all education, a conceit of knowledge without its reality. The study of philosophy is of little value if it does not teach a man to think for himself. The process of self-education is necessarily a severe one, and, therefore, distasteful to

the natural man. Yet any attempt to evade it by some 'short and easy method' defeats the end. What is required is a process by which the student who is really in earnest may pass, gradually and surely, from a lower to a higher plane of thought. The philosophical writings of Kant, which exhibit in brief the transition from the old to the new, I believe to be a potent instrument for this end. But the struggle upwards must be made by the student himself. A man may hear, and seem to appreciate, a course of lectures on the critical philosophy, containing a clear, and even a full statement of it, and may yet fail to enter into its spirit. To obviate this danger as far as possible, I tried some years ago what could be done by throwing the student more upon himself. My plan was to set a class of more advanced pupils at work upon extracts from the philosophy of Kant, to watch them as they forced their way through its perplexities, and to put forth a helping hand only when it seemed to be needful. The experiment justified itself. No method that I have tried—and I have tried several—has been so fruitful in results.

The limited edition of *EXTRACTS*, originally printed for the use of my own students, but also used in other American Universities, is now out of print. I have, therefore, gone carefully over the writings of Kant again, selecting and re-translating all the passages that seem to be essential to the understanding of his philosophy. The *EXTRACTS* have been taken from four treatises—the *Critique of Pure Reason*, the *Metaphysics of Morality*, the *Critique of Practical Reason*, and the *Critique of Judgment*.

I am well aware that objection may be taken to the whole principle of these *EXTRACTS*. The work of a great author, it may be said, should be represented 'all in all, or not at all.' The objection is not without force, but it seems to me to apply mainly to the selection of disconnected passages, and

to the mutilation of a faultless work of art like the *Republic* of Plato. The writings of Kant, which are full of confusing repetitions that really mar their perfection of form, hardly deserve the same tenderness of treatment. This is a case in which it may be doubted if the less does not contain the greater and even more. At least it is safe to say that most students are more likely to turn to the full text of Kant after a study of the more important passages in his works, than if they had to make their way against greater obstacles. No doubt there are suggestive points which the plan of this work has compelled me to omit, but I have tried to reduce these to a minimum. I believe that what is here given contains all the main ideas of Kant in their systematic connection. It is to be hoped, however, that the student who has mastered these EXTRACTS will not be satisfied until he has read all that Kant has to say."

We may add for the benefit of those wishing to procure a copy that the book may be had from F. Nesbit, Kingston, who is the Canadian agent.

A suggestive article on modern collegiate education appeared in the September number of the *Century Magazine*. In this it was pointed out that with all the outward advancement and specialization in modern American colleges they seem to have lost much of their truly educating influences. The reason suggested to account for this we believe to be the correct one. Along with the greater range of subjects covered by the modern curriculum we find more numerous and improved facilities for imparting facts or mere knowledge. The student is deluged with lectures and helps of all kinds, which are calculated on the one hand to relieve him of all necessity to think for himself, and on the other to prevent independent thinking by taking up all his time in simply cram-

ing his memory with this mass of knowledge. In the words of the article referred to, "the student has his mental food chewed and almost digested for him, and may go through a four-years' course in college without thinking ten thoughts of his own from first to last; while the student under the old regime, compelled to do his own thinking on a great variety of subjects, developed principles and methods for himself, and then accumulated facts during the years in which the modern student is engaged in forgetting them." We believe that the mere formal lecturing of students has much to do with the backward state of education in our colleges. And yet the lecturing system is very much in advance of the text-book system. A better method than either is the conversational one where the professor and his students come into more intimate contact providing for the reception of a more fruitful stimulus by the student and the awakening of his latent powers of thought.

OUR worthy Principal still continues his sojourn in far off Australia. It is not likely that he will reach Kingston again till some time in December. All expectations as to the benefits to be got from the trip have been fully realized. His health and vigour were soon quite restored. As might be expected by all who know him his trip has been rather a change than a rest. Since his recovery he has been most active preaching and lecturing in a great many places. Wherever he has gone his reception has been the most cordial from all classes. Few men can make such good use of their opportunities for observation as Principal Grant, and we may expect that he will be able to give us much interesting and valuable information regarding the present political, social, and religious condition of our colonial brethren in the southern Pacific.

UNIVERSITY DAY.

ADDRESSES BY PROFESSORS WATSON AND WILLIAMSON.

THE formal opening of Queen's University took place on Oct. 16th. Chancellor Fleming occupied the chair, and after a few preliminary remarks called upon Prof. Watson to deliver the opening address on "The Future of our Universities." On the conclusion of the address Chancellor Fleming administered the declaration of office to Professors Cappon and McGillivray.

THE FUTURE OF OUR UNIVERSITIES

No sympathetic critic would say of the Canadian people that they are wanting in practical ideas or in practical energy. That cannot fairly be said of a people who have boldly drawn on the future, and bound ocean to ocean by a gigantic railway; who have sought to weld into a whole a number of scattered provinces differing in language, religion, customs and sentiment; and who in commercial enterprise combine boldness with caution, and energy with thrift. But perhaps it might be said, that the Canadian people have not yet grasped the full meaning of political unity, and that they are not altogether conscious of the importance to national welfare of devotion to art, literature, science and philosophy. The idea of political unity, the critic may say, still remains for them too much a "mere idea." Each province, each county, each city, is apt to set up for itself as an independent unit, and to forget the universal in what seems the particular good. Even our universities, or at least some of their weaker representatives, have shown a tendency to view one another as rivals, not as fellow-workers in a common cause; and in some cases city and university have confronted each other as antagonists, as when, but the other day, our provincial university was under the necessity of wrestling from the wealthy city for which it has done so much a sum which might well have been surrendered spontaneously, and even doubled or trebled. This weak grasp of the idea of unity is no doubt due to a variety of causes, but it is, I think, to be referred partly to our inadequate conception of the importance of the higher culture which a university should seek to foster, and an inadequate conception of the special function which the university as a member of the social organism is called upon to discharge. Broadly speaking, the university is the mediator between the past and the future, the life of thought and the life of action, the individual and the race. There is, and can be, no "self-made" man. Any one left to struggle single-handed with the forces of nature would soon find nature all too powerful for him. Without association and mutual helpfulness there could be no progress in the arts or in civilization. So, without our schools and colleges, we should all be condemned to a narrow, monotonous existence, unillumined by any higher interests, and all scientific discovery,

artistic creation and deeper comprehension of life would be cut off at their source. How stagnant would that society be in which each child should have laboriously to discover for itself those elementary truths which it now learns without effort, and almost without consciousness! It would be, as Plato says, a "so letty of pigs." I by no means say that even the highest culture may not be obtained outside of our universities; but it is safe to say that it will then be won only by a useless expenditure of energy. I am aware that many men of genius have owed nothing to the direct teaching of the universities. (Genius surmounts all obstacles and is a law to itself. But I think it is wise in most of us not to handicap ourselves at the start, but rather to assume that having no claim to the rank of genius we have no claim to be a law to ourselves. The universities are, or ought to be, the custodians and interpreters of the best thought of all time. The narrow experience of the individual needs to be supplemented by the wider experience of the race, and only he who has taken pains to enter sympathetically into this wider experience can hope to live a complete life. By a study of the masterpieces of literature, a man comes to see the world "with other, larger eyes"; in history he learns how nationalities take shape, flourish and decay; in the record of philosophic systems he is carried back to the insignificant springs of human thought, and forward as they deepen and widen into a noble river that flows on with ever-increasing volume and energy; in the study of science he makes acquaintance with those eternal laws which make the infinite Mind visible to us. The result of this wide culture, if it is pursued in the right spirit, is to make a man look at things from a large and unselfish point of view, and to call up in him a passion for all that makes for a higher national, social and individual life. The work of the university is not simply to supply men with useful information, or to provide them with a valuable intellectual gymnastic, or even to make them skillful in their vocation. A university of the proper type cannot fail to do all these things, but it will do so because it aims at something more and higher. Just as it has been said that to seek for pleasure is the surest way not to find it; so we may say, that a university that merely aims at being a sort of living encyclopedia, or seeks to prepare men for a special vocation, or tries to discipline their minds to strength and pliancy, will fail even in this limited object. The aim of the university is to produce noble, intelligent, unselfish men, and if it fails in that, it has failed of its high vocation. The true ideal is to lift men to an altitude where they shall be able to contemplate human life as an organic whole, ruled by the idea of order and law, and where they shall be moved as by a divine constraint to consecrate their life to the common weal. With this comprehensive idea and this far-reaching enthusiasm the true university will inspire all who submit to its influence; and for the realisation of such a university almost no labor and no sacrifice can be too great. But I must try to put these general state-

ments into a more concrete shape. Perhaps this cannot be better done than by reminding you of the life of a typical student, who "followed his star" with a faithful persistence that enabled him to enrich the world with the undying products of his genius. I purposely select a man of the first rank, because I desire to emphasize the truth, that even with the highest natural endowment a man can do little for his kind without much hard labor. I refer to the great poet who has expressed, in what Tieck calls "mystic, unfathomable song," the whole spirit of the middle ages. Why does Dante continue to exercise over the best minds so powerful a fascination? Is it not because, obsolete as are the forms into which his thought is thrown, his conception of life is so true in its essence that it affords the richest spiritual nourishment? We reject the imagery by which, in the *Inferno*, the *Purgatorio* and the *Paradiso* the three ideas of retribution, repentance and blessedness are bodied forth; but after all reservations the truth remains untouched, that evil brings its own punishment, and can be expiated only by a repentance that leads to a new birth. Thus Dante built upon a foundation that stands firm for all time, high above the ebb and flow of our changing creeds; and his great poem rises before us as a stately world-wide edifice. He was no "idle singer of an empty day," no manufacturer of smooth and polished conceits, but a man of ideas, who "saw life steadily and saw it whole." He was a thinker of wide and varied experience, who took his work seriously, and was determined to see things as in reality they are. "This book of mine," he says, "which has made me lean for many years." Boccaccio tells us that, in his boyhood, Dante was a hard student, and had the most intimate acquaintance with all the famous poets. "Taken by the sweetness of knowing the truth of the things concealed in heaven, and finding no other pleasure dearer to him in life, he left all other worldly care, and gave himself to this alone." And Leonardo Bruni says, that "by study of philosophy, of theology, astronomy, arithmetic and geometry, by reading of history, by the turning over of many enormous books, watching and sweating in his studies, he acquired the science which he was to adorn and explain in his verse." The result of this "watching and sweating in his studies" was that Dante made himself master of all the science of his age. He was not under the strange delusion that originality must rest upon ignorance. True originality, as he saw, presupposes the assimilation of the best thought of all time. He would have endorsed the wise words of Goethe: "If thou wouldst penetrate into the infinite, press on every side into the finite." It would be easy to multiply instances, but this one may suffice. The lesson for us which Dante's life suggests is obvious. Such are the men who make a people great and noble. We all desire to see our own people take their place worthily beside the older nations, and contribute something to the education of the world. But such a consummation, devoutly as we may wish for it, will not

come unless we take pains to make it come. A nation does not grow with the easy spontaneity of a plant; its development is its own act, and involves infinite labor and patience. Canada is giving manifest signs that the higher intellectual life is not indifferent to her. Perhaps she still exhibits something of the immaturity and over-confidence of youth, but she has also its hopefulness, its buoyancy, its enthusiasm. The universities will be false to their trust if they do not turn this abundant energy to fruitful issues. It is their function, not to produce men of genius—no university can do that—but to prepare the soil out of which genius may spring. Our universities ought to have a large share in the process of moulding the character of our people. Great scholars, thinkers and men of science do not arise by chance; they are the natural outgrowth of fit conditions. Now, it is vain for us to disguise from ourselves that our universities have not hitherto done for Canada what Oxford and Cambridge have done for England, Leipzig and Berlin for Germany. With slender means, and as a consequence with an insufficient body of teachers and inadequate equipment in other ways, they have helped to keep the torch of learning alive, but they have not to any extent produced a race of scholars and thinkers and men of science. When our young men have wished to carry their studies to a higher point, they have been forced to go to the universities of the old world, or to those universities of the new world where a higher conception of the vocation of the scholar has prevailed. Surely the period of dependence should now come to an end. There is good hope, I think, that we are entering upon a fuller life. Our universities are gradually becoming easier in their financial condition, and have begun to add to their teaching staff. Many of our young men now aim at something higher than a mere pass, and of late years they have even entered with enthusiasm upon a course of post-graduate study. This is as it should be. The ordinary graduate of a Canadian university leaves college with less knowledge of certain subjects than that with which most English boys enter. The first two years of a Canadian student are usually spent in doing work that ought to have been done, and one may hope will yet be done, in the high school. One reason for this no doubt is that parents are so eager to have their boys enter upon what is called the "practical" work of life that they send them to college in a lamentably inadequate state of preparation. In many cases, a boy comes to college at the age of sixteen, with an imperfect knowledge of his Latin grammar, with no knowledge of prose except what is enough to enable him to write a little dog-Latin, and with a superficial acquaintance with a book of Virgil and a book of Caesar. At the end of his classical course it is still a struggle for him to make out without aid the simplest piece of Latin. How can it be expected that he should have any enthusiasm for Latin literature, or any real comprehension of the part which the Roman people have played in the civilization of the world? Naturally, he associates the name of

Rome with a series of irksome tasks, and heartily wishes that the whole of its literature had shared the fate of the lost manuscripts of Virgil. No doubt the student who has taken an honor course in classics is beyond this elementary stage, but even he is just beginning to feel that he is fit for some bit of independent work of his own when the pressure of necessity calls him imperiously away to do something that he can turn into a means of subsistence. The only wonder is that so many of our students have the courage to carry their studies beyond the point that usage has fixed. That of recent years an increasing number of our young men do so is a most hopeful sign; and it is the plain duty of the university to encourage them by all means in her power. This is the class from which we may yet hope to obtain a body of Canadian scholars fit to be named along with the foremost scholars of Germany and England and the United States. We must in our universities make a serious attempt to supply the needs of all classes of students. We must try to lift to a higher level the whole of the work that is done in them. The standard of matriculation should be higher in quality, and a course of post-graduate work should crown our honor courses. To secure the first measure of reform will not be easy. Little can be done by any single university, and certainly very little by a university such as ours that cannot hope to determine the character of the work done in our high schools. I venture, however, to make one suggestion, although past experience makes it very doubtful if any heed will be paid to it. Let us have a meeting of representatives, if not of all our Canadian universities, at least of the universities of Ontario, for the purpose of enquiring whether our matriculation examinations might not be made more rational than they now are, and for the discussion of all questions affecting the interests of higher education. The past history of Queen's has shown, I think, that she will not stand in the way of any necessary reform. In the matter of post-graduate work we are fortunately in a more independent position. The main limit here is in the relatively small number of our teachers, considering the varied work that we undertake. But our condition is steadily improving. The recent additions to our staff make it possible for us to attempt something in the way of post-graduate work. We can at least draw up a scheme of post-graduate work and give some assistance to those who intend to do the whole or part of it in the university. Such a scheme is now under consideration, and will probably be published in the next Calendar. I make bold to suggest to the trustees of our university, that half a dozen Fellowships, of the annual value of, say, \$250 each, should be established, to be given to men who have taken high honors in one of the departments of study, and who are willing to stay on at the university in the prosecution of independent work. No money could well be better spent. Those are most deserving of help who show that they are eager to help themselves.

ADDRESS OF DR. WILLIAMSON.

HOWEVER happy we are to be able to look forward to the return of our much esteemed Principal before Christmas, with health thoroughly restored, to gladden us by his presence, it is impossible to avoid a feeling of regret that he is not among us to-day, that we might have the pleasure of listening to his eloquent and stirring words, and that he might rejoice with us on our improved position and yet brighter prospects for the future, the fruits mainly of his own indefatigable and self-sacrificing labours for the benefit of the university which he adorns.

We are now beginning to see and appreciate their practical results. Before he left on his vacation tour last March the minimum amount of the Jubilee endowment fund had been subscribed, and from December 1st, 1887, when the first instalments became due, they have been read and faithfully met, so that the sum already paid into the treasurer, although the first year of receipts is not yet expired, is about \$77,000. The trustees have thus been enabled to appoint two new professors to important chairs, and a lecturer upon political economy, to enter upon their duties from the commencement of the present session. The third story of the main college building, formerly occupied as an armoury and lumber room, has been fitted up into four commodious class rooms, and the second story of the library has been completed on the same plan as the story below so that the amount of shelving has been doubled and thus been made available for the reception of the valuable works recently presented to the library by the Imperial and United States governments, and by private donors. Upon the reports of Profs. Dupuis and Goodwin, who had been directed to visit some of the leading universities and schools of science in the United States, a plan for the new school of science is to be prepared and submitted to the trustees at their next meeting.

It will be remembered that the sum of \$250,000 was the minimum required to provide for the pressing necessities of the university, and that at least \$100,000 more was to be aimed at for the establishment of tutorships and fellowships in the post-graduate courses, for the equipment of the science hall, and the endowment of a "Grant" chair. The work of obtaining additional subscriptions is, therefore, to continue, and is to be prosecuted by the Rev. Dr. Smith, general secretary of the board.

Queen's, fulfilling its noble function in tranquillity, has reason to be every day more convinced, if possible, of the wisdom of the course which it has pursued. It has always held that the higher training in learning and science ought, like the light of divine truth, to be made as accessible as possible to all throughout the land, and its authorities and friends have, therefore, been unanimous in refusing to be parties to the scheme to concentrate all the means of university education in one place, to the detriment of the common weal and of the people of the province at large. Such centralization was never

called for by the public opinion of the country. But whatever may be done in the matter of confederation by other universities it shall never diminish the friendly regard which Queen's entertains towards them.

It only remains for me, on behalf of the senate, to greet with cordial welcome, and our best wishes, the under-graduates of the present session. It will be the earnest endeavour of your professors to make you accurately acquainted with what is required in their departments, to be helpful to you in your studies, and to elicit and develop your own latent powers; but your university progress and standing, as you cannot but be aware, and as it cannot be too often repeated, must depend in a very great degree upon yourselves. In literature and science no one is born with a silver spoon in his mouth, there are no hereditary distinctions. The field is open to all, but honors and high nobility in the realm of mental culture and achievement have been, and are still to be, won only by the personal efforts of lovers of the truth, who have resolutely and faithfully labored for its attainment, and rightly used the advantages within their reach. From such have come those who have made themselves illustrious in the walks of ancient and modern literature, of mental, moral and natural philosophy, and of scientific discovery and invention. See then, my young friends, taught and encouraged by their bright example, that in this important transition state of your enlarging knowledge you live and labour in their spirit, and with the blessing of God you will not be without a rich reward.

OUR NEW PROFESSORS.

THE Board of Trustees of Queen's University met Tuesday evening, Sept. 18th, in the senate chamber to make the appointment to the chairs of English literature and modern languages. The trustees' task was not made easier by the fact that there were for the former position twelve applicants and for the latter twenty-one, most of the candidates for both positions having excellent recommendations and testimonials of scholarship. Mr. John Macgillivray for the chair of Modern languages and Mr. James Cappon for that of English language and literature seemed to the trustees to possess the highest qualifications for the respective positions, and two appointments were made, marking another stage in the march of progress for which Queen's during the last two decades has been remarkable. With the appointment of Mr. Macgillivray to modern languages and Mr. Cappon to English, the faculty has been relieved where the pressure of work was greatest, and, though each succeeding year must bring with it new requirements, the faculty may now be considered as equipped for the first time to furnish instruction in all the main departments of human knowledge, and is so far a self-contained unity. We give below what must necessarily be a brief sketch of the lives and attainments of the new professors.

DR. JOHN MACGILLIVRAY.

Mr. John Macgillivray, B.A., Ph.D., who is a brother of the Rev. Malcolm Macgillivray, M.A., of Chalmers church in this city, was born at Collingwood in 1855, and is consequently just in the vigor of manhood at the age of 33. At the age of 18 he had qualified himself for a public school teacher's certificate and taught successfully for three years thereafter. At the end of those three years he entered the collegiate institute in his native town. The diligent use which Mr. Macgillivray made of his two and a half years preparation at Collingwood was evidenced at the university matriculation examination in 1873. From the Registrar's certificate we learn not only that Mr. Macgillivray matriculated at Toronto in 1878 with first-class honors in English, History and Geography, French and German, winning the modern language scholarship, but also that at the Toronto University examinations in 1879 he was first-class in English, French and German; in 1880 first-class in History and French, second in English and German; in 1881 first-class in English, History and Ethnology, French, German and Italian. In 1882 he was appointed on the staff of Albert College, Belleville, where he taught for two years. In October, 1884, he went to Leipzig for the purpose of continuing the study of the modern languages, and matriculated in the university at which he attended lectures till the close of the winter semester of 1886-87, when he went to Paris for special work in the French language and literature. At the beginning of the following winter semester he returned to complete his studies in the University of Leipzig during this and the summer semester of 1888.

For his degree of Doctor of Philosophy Dr. Macgillivray submitted a thesis on the "Life and Works of Pierre Larivey," the first French comedian. This writer followed the Italian model and worked in the Italian mine. Larivey's writings, further, have influenced such writers as Moliere. Dr. Macgillivray therefore found it necessary not only carefully and at first hard to study the sources of Larivey's inspiration in the original Italian, but also to estimate the influence which he exerted on subsequent writers. To facilitate the study of the writers affected by Larivey, Dr. Macgillivray spent nine months during an interval of his course at Leipzig at Paris. He studied at the Paris Library, the Sorbonne and the College of France. Dr. Macgillivray finished his course at Leipzig and received his degree on July 2nd, 1888.

Dr. Macgillivray's testimonials to character, ability and scholarship are too numerous to reproduce here. We can only mention that they are from the professors of University college, Toronto, Dr. Jacques, of Albert College, Belleville, and from numerous professors of Leipsic, Germany. Dr. Ebert, known as the foremost European student of Romance languages, particularly recommends Dr. Macgillivray to any college or university requiring a professor of modern languages. The new professor is already in the city and is ready to enter upon his new duties when classes reassemble.

MR. JAMES CAPPON, M.A.,

was educated at the High school of Dundee and afterwards at the University of Glasgow, and is 31 years of age. For an account of his college career he furnishes abundant testimonials, but we may particularly mention, amongst other prizes and honors which he gained, the Buchanan prize, the first prize in Moral Philosophy, and the Jaffrey-Ferguson bursary in Philosophy and English Literature. After completing the curriculum of arts in 1879, he was occupied for the two following years as a teacher of English Literature and tutor for University Passes in Philosophy and Literature. During these years he also held the appointment from the senate of Glasgow university of examiner in General Education (preliminary examinations, passes in general knowledge in medical departments, etc.) for the subjects of English language and Literature, Logic, and Moral Philosophy. In 1882 he accepted, chiefly for the sake of extending his studies in modern literatures, the post of teacher of English in an English school in Genoa, and gave, while there, besides the ordinary English teaching, a regular course of public lectures on English writers. On his return to Scotland in 1885, his work on Victor Hugo, containing a critical account of that author's life and writings, was published by Blackwood & Son. In the same year he was appointed local examiner for English literature in Glasgow University; a tutor and lecturer in connection with Queen Margaret College, Glasgow, and professed courses of lectures on Anglo-Saxon history and literature and on English writers of the nineteenth century; and in May last, on the organization of the new university extension scheme in connection with Glasgow University, he was appointed a lecturer in English literature. Mr. Cappon's book on Victor Hugo, written during his work as a teacher, proves him to be a master of English style, as well as a vigorous and instructive critic. With Mr. Cappon criticism is not altogether a question concerning qualities of diction, the coherence of metaphors, the fitness of sentiments—in other words, Mr. Cappon has not the English patchwork idea of criticism. While he considers this very essential, he says it is only dealing with the garment of poetry. The true critic, while he interests himself in the study of the body thinks it to be of much greater importance to get at the soul the life of a poem. The teacher of English must do more than to find fault or even than to point out remarkable harmoniousness of diction he must have the seeing eye and the faculty of inspiring his students with a love for the deeper qualities of literature. For this work Mr. Cappon's philosophical training, and his study of German literature eminently fit him. Professor Caird says of him: "In my own class he was decidedly the first man of his year. His essays and exercises showed powers of thought and expression as well as a knowledge of literature and philosophy very uncommon among students of his standing. I consider him to be one of the ablest men who has been educated in Glasgow within the last ten years; and I know none

who is more zealous to exercise and develop his power and extend his knowledge. His teaching would therefore, I believe, be no mere routine, but a living influence." We really cannot find space for more than a brief reference to Mr. Cappon's many testimonials. Among others he has testimonials from Edward Caird, professor of philosophy, Glasgow, and Prof. Nichol, English literature, Glasgow, besides favorable reviews of his work on Victor Hugo by such prominent reviewers as those of the Saturday Review, the Spectator, the Times, the Morning Post and several others of less importance. Queen's college, as well as that large section of the Dominion which has experienced the revivifying influence of her broad and catholic culture, is to be congratulated on these two appointments.

LITERARY.

MISQUOTATION.

With just enough of learning to misquote—ΒΥΛΙΟΝ.

IN conversation the weakness of memory leads to many verbal errors in poetical quotation; in printed books, however, accuracy is expected, since publication is a deliberate act, and an author has abundant opportunities of verifying his words. Yet the frequency of gross and palpable blunders of this kind strikes an attentive reader with surprise; indeed, one might be pardoned for concluding at times that accurate quotations are the exception. In the desultory reading of a brief period I have noted a few examples which may prove interesting.

The first shall be taken from "The Complete Home," by Mrs. Julia McNair Wright, a book which, notwithstanding that it is composed of trite prudential maxims, pinchbeck sentiment, and washy piety, with "elegant extracts" interspersed, has been sold in quantities in the United States and Canada. On page 206 the authoress, who is discussing "literature in the home," says: "Take up a book while you wait, and spend your time in reading. Perhaps your book is a blue and gold Temyson; and in that waiting space you have laid up a jewel in memory's treasures."

"I hold it truth with him who sings
To one sweet harp of divers tones,
That men may rise on stepping stones
Of their dead selves to higher things."

It is easy to believe that this lady's acquaintance with "In Memoriam" was formed in waiting moments; otherwise she could scarcely have crowded three mistakes into two lines. The blue and gold may have dazzled her eyes.

A book of somewhat similar popularity and worth, a banquet of scraps, is entitled "Milestones," and has, I am sure, proven the fortune of many a book agent. On page 92 of this instructive work Pope is made to speak as follows:

"Vice is a monster of such fearful mien
That to be hated needs but to be seen;

*But seen too oft, familiar with its face,
We first endure, then pity, then embrace.*

The lines are well known; is there any reason why they should not appear as Pope wrote them?

*"Vice is a monster of so frightful mien
As, to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace."*

It is some palliation of the author's offence that the passage here given is almost invariably mangled by those who quote it.

Turn we now to that amusing gentleman, Mr. Thomas Ingoldsby. In "The Spectre of Tappington" Thomas undertakes to repeat the language of Hamlet, and this is what he makes of it:

*"Twas now the very witching time of night
When churchyards yawn and graves give up their dead."*

O most lame and impotent conclusion! The original, it is true, is hackneyed, but the alteration does not make it more impressive:

*"Tis now the very witching time of night;
When churchyards yawn, and hell itself breathes out
contagion to this world."*

Sir John Lubbock is a respectable figure in literature, and his scientific habits of thought should ensure precision in his acquired and imparted knowledge. Yet Sir John, in his delightful book, "The Pleasures of Life," introduces a discourse upon education with the lines:

"Divine philosophy!

*Not harsh and crabbed, as dull fools suppose,
But musical, as is Apollo's lute,
And a perpetual feast of nectar'd sweets
Where no crude surfeit reigns."*

and attributes these lines to Shakespeare. Shakespeare wrote many good things, but not all the good things. The extract is, of course, from Couens. Sir John may, perhaps, be entitled to some indulgence if he degenerates at times into the carelessness of familiarity.

Our selections may appropriately conclude with two examples furnished by the poet, scholar and critic, the apostle of culture and fastidious master of style, the late lamented Matthew Arnold. In his *Mixed Essays* (Why "mixed"? The essays are distinct), topic "George Sand," Mr. Arnold says, "She does not attempt to give of this Divinity an account much more precise than that which we have in Wordsworth, 'a presence that disturbs me with the joy of *animating* thoughts.'" The thoughts that kindled Wordsworth's emotion are understood to have been "elevated," not "animating." Again, in his "Essays in Criticism," second edition, Mr. Arnold tells us that "It is not Linnaeus, or Cavendish, or Cuvier who gives us the true sense of animals, or water, or plants, who seizes their secret for us, who make us participate in their life; it is . . . Keats with his

*"Moving waters at their priest-like task
Of cold ablution round Earth's human shores."*

Here the substitution of the word "cold" for "pure"

robs the idea of its point and beauty. The bishops of Gloucester and Winchester, whom Arnold so mercilessly mocked for their expressed determination "to do something" for Our Lord's divinity; an English dissenter, whose culture and good taste he insisted upon measuring by the well known lines "My Jesus to know, and feel his blood flow, 'tis life everlasting, 'tis heaven below"; an American, a native of that "uninteresting" country, whose public men are so wanting in "distinction,"—any of these might take a malicious pleasure in discovering faulty references to standard poetry by their flooring assailant. But we, whose withers are unwring, can afford to be more generous. Let us content ourselves with saying that even Homer nods. If we have found flies in the ointment, the precious balm is none the less, for the presence of those unsightly objects, rich, fragrant and remedial.

Kingston.

R. W. S.

* MISCELLANY *

LIST OF MATRICULANTS.

SCHOLARSHIPS.

Mackerras Memorial, Latin and Greek, \$100—A. W. Argue, Almonte; Mary King, Kingston.

Gunn, general proficiency, \$100—E. Ryerson, Orillia.
Watkins—(given by donor to pupils of Kingston College Institute), Mathematics and English, \$80—Etta Reid, Kingston.

Leitch Memorial, Mathematics, \$57—H. A. Hunter, Farmersville.

Senate No. 1, general proficiency—P. M. Campbell, Renfrew.

Senate No. 2, general proficiency—J. A. Stewart, Renfrew.

Senate No. 3, general proficiency—J. C. Gibson, Kingston.

Senate No. 4, general proficiency—Jennie Nichol, Kingston.

LATIN.

Honors—Class I., A. W. Argue, E. Ryerson, Mary King, W. J. Thom. Class II., J. K. Sparling.

Passmen—W. Brien, P. M. Campbell, J. Denyes, J. McDonald, J. A. Stewart, C. S. Kirkpatrick, A. Jamieson, A. A. McRae, A. Ross, H. F. Hunter, P. H. Yeomans, F. O'Sullivan, D. Wilson, W. Bryce, R. P. Byers, N. M. Toplin, C. H. Giles, W. H. Davis, W. E. Ogden, J. C. Gibson, W. Coulthard, J. H. Richardson, C. S. Gunnery, E. C. Gallup, H. A. Hunter, F. M. Hugo, M. N. Murray, G. B. Van Blaricom, F. R. Anglin, V. B. Smith, H. J. Lyon, B. E. Webster, E. F. O'Connor, F. Rutten, F. A. McRae, R. McMullen, Etta Reid, F. Brentnell, F. D. Diamond, W. G. Irving, J. Nicol, A. C. Robertson, J. W. Ryordan.

GREEK.

Honors—Class I., Mary King, A. W. Anglin; Class II., E. Ryerson, W. J. Thom.

Passmen—P. M. Campbell, J. McDonald, J. Riordan, A. Ross, M. M. Taplin, F. O'Sullivan, R. F. Hunter, A. A. McCrae, D. Wilson, W. H. Davis, B. E. Webster, H. A. Hunter, F. Brentwell, F. A. McCrae, H. J. Lyon, R. P. Byers, W. E. Ogden, C. H. Sills, J. K. Sparling, C. S. Gunnery, W. Coulthard, E. J. Butler.

PHYSICS.

A. A. McCrae, C. S. Gunnery, P. M. Campbell, Jean McPherson, M. T. Smith, A. Ross, F. Birmingham.

CHEMISTRY.

Honors—Class I., E. Ryerson.

Passmen—Jean McPherson, F. O'Sullivan, J. A. Stewart.

BOTANY.

Jean McPherson.

MATHEMATICS.

Honors—Class I., H. A. Hunter, J. A. Stewart, E. Reid, J. C. Gibson, E. Ryerson, P. M. Campbell, J. Nicol, W. Bryce.

Passmen—R. P. Byers, J. K. Sparling, J. Riordan, J. A. McColl, C. S. Kirkpatrick, W. J. Thom, F. Brentwell, R. F. Hunter, A. J. Lyon, J. McDonald, J. H. Sanderson, A. A. McCrae, A. W. Argue, K. Kincaid, F. O'Sullivan, F. R. Anglin, M. W. Murray, A. Ross, B. E. Webster, W. C. Coulthard, F. D. Diamond, M. M. Taplin, D. Wilson, G. B. Van Blaricom, W. G. Irving, R. McMullen, F. M. Hugo, W. E. Ogden, P. H. Yeomans, F. S. Ruttan, E. C. Gallup, E. J. A. Butler, F. A. McCrae, E. J. O'Connor, V. B. Smith, C. S. Gunnery, C. H. Gunnery, C. H. Sills, C. A. Jones, D. K. Schrumm.

GERMAN.

Honors—Class I., J. C. Gibson; Class II., Jennie Nicol.

Passmen—C. S. Kirkpatrick, J. H. Sanderson, A. Jamieson, W. Brien, W. Bryce, Jean McPherson, J. M. Denyes, V. B. Smith, E. H. McLean, E. Reid, J. A. Stewart, M. W. Murray, P. H. Yeomans, R. McMullen, F. M. Hugo, F. R. Anglin, S. H. Bermingham, E. J. O'Connor, C. A. Jones, A. C. Robertson.

HISTORY AND GEOGRAPHY.

R. F. Hunter, W. J. Thom, J. K. Sparling, A. W. Argue, M. M. Taplin, F. A. McCrae, J. A. McColl, J. Riordan, E. A. Ross, J. H. Stewart, J. McDonald, P. M. Byers, Campbell, F. O'Sullivan, J. H. Sanderson, R. P. Byers, G. B. Van Blaricom, D. Wilson, P. H. Yeomans, W. C. Coulthard, B. E. Webster, E. Ryerson, A. A. McCrae, W. E. Ogden, J. C. Gibson, M. W. Murray, H. J. Lyon, E. C. Gallup, F. D. Diamond, F. M. Hugo, W. G. Irving.

ENGLISH.

Honors—Class I., P. M. Campbell, Etta Reid; Class II., Jennie Nicol, R. F. Hunter, A. W. Argue, W. J. Thom, M. M. Taplin.

Passmen—Mary King, J. A. Stewart, Minnie W. Murray, J. Riordan, J. A. McColl, F. O'Sullivan, F. A. McCrae, W. E. Ogden, D. Wilson, J. McDonald, A. Ross, C. S. Kirkpatrick, J. H. Sanderson, A. A. McCrae, E. J. Butler, C. S. Gunnery, F. M. Hugo, J. C. Gibson, W. Coulthard, G. B. VanBlaricom, G. C. Giles, H. J. Lyon,

F. Ryerson, V. B. Smith, B. E. Webster, P. H. Yeomans, J. K. Sparling, E. J. O'Connor, F. Brentwell, R. McMullen, C. H. Sills, F. R. Anglin, F. D. Diamond, E. C. Gallup, Jean McPherson, C. S. Hulme, W. G. Irving, A. C. Robertson, R. P. Byers, C. A. Jones, Lucien Tremblay, F. S. Ruttan.

FRENCH.

Honors, Class I.—F. R. Anglin, Jennie Nicol.

Passmen—W. Brien, J. A. Stewart, L. Tremblay, C. S. Kirkpatrick, J. M. Denyes, J. C. Gibson, A. Jamieson, V. B. Smith, E. Reid, J. H. Sanderson, M. W. Murray, Sean McPherson, J. K. Sparling, F. M. Hugo, G. C. Giles, P. H. Yeomans, F. Birmingham.

The following passed the supplementary examinations :

JUNIOR ENGLISH—A. G. Campbell, E. Clune, H. S. McDonald, J. A. Roddick, Janet Horne, Hattie Baker, Emily Bristol, W. A. Stuart, J. O'Shea, W. P. Nickle, M. C. Twitchell.

SENIOR ENGLISH—C. F. Hamilton, J. S. Shurie, T. J. Thompson, C. C. Arthur, G. W. Bradley, G. L. Walker, A. M. Fenwick, J. A. Gillies, A. B. McIntyre, D. M. Purly, N. S. Sproat, D. D. MacDonald, D. P. Asselstine, C. B. Burns, R. Lees, P. Mahood, D. A. Nesbit, A. B. Ventrisse, S. G. Robertson, J. Boyle, John Brokenshire, J. Nelson, R. Strothers.

JUNIOR MATHEMATICS—J. A. Rodderick, W. A. Grange, J. A. Leitch.

NATURAL SCIENCE—W. J. Summerby, R. Lees, G. L. Walker.

JUNIOR PHILOSOPHY—J. G. Brown, F. M. Brown, J. B. Turner, J. W. White, J. Edwards.

JUNIOR PHYSICS—R. Lees, D. A. Nesbit, J. A. Gillies, T. G. Marquis, C. O'Connor, C. B. Burns, P. H. Thomas.

SENIOR PHYSICS—A. Ross.

CHEMISTRY—A. E. Jewitt, J. Elliott, J. S. Gillies, R. Lees, J. Nelson, A. B. Ventrisse, J. W. Dixon, S. G. Robertson, J. G. Kennedy, R. Strothers.

JUNIOR LATIN—A. E. Jewitt, W. G. Wilkie, F. G. Kirkpatrick, J. Boyle, J. H. Mirkle, G. L. Walker, G. Copeland, C. C. Webster, W. Nickle, J. Rowlands, E. D. Parlow.

SENIOR LATIN—J. B. Turner, J. A. Redden.

JUNIOR GREEK—J. A. Roddick, F. G. Kirkpatrick, J. B. Turner, A. E. Jewitt, W. D. Wilkie, J. Rollins, J. Hodges, H. W. Baker, G. T. Copeland.

SENIOR GREEK—J. Miller, K. H. Cowley, J. Binnee, T. G. Marquis.

JUNIOR FRENCH—Ellie Clune, Janet Horne.

SENIOR FRENCH—J. S. Gillies.

JUNIOR GERMAN—Ellie Clune, J. S. Gillies, D. C. Porteous, C. B. Burns.

HISTORY—C. M. Burger, C. H. Daly, N. McDonald, W. R. Young.

SUPPLEMENTARY MATRICULATION.

The following passed the supplementary matriculation examination :

MATHEMATICS—J. F. Leatherland, Alice Beveridge, F. W. Brown.

ENGLISH—F. W. Brown, Alice Beveridge, J. F. Leatherland.

GERMAN—Alice Beveridge, F. W. Brown.

FRENCH—F. W. Brown, May E. Birmingham, Alice Beveridge, E. A. McLean.

GREEK—F. D. Diamond, J. T. Kennedy, H. A. Parker, G. VanBlaiicom.

LATIN—Alice Beveridge, J. S. Tiotter, F. W. Brown, J. H. Leatherland.

HISTORY AND GEOGRAPHY—Alice Beveridge, L. S. Hulme, C. C. Sills, T. Brown, C. S. Kirkpatrick, F. Brentnell, J. F. Leatherland, F. R. Anglin, R. McMullen, V. B. Smith, E. O'Connor.

QUEEN'S ANNUAL SPORTS.

QUEEN'S finished their annual sports on Oct. 16th. All the events were well contested. In the quarter mile race E. Sliter took the lead and kept his opponents a good distance behind him until within twenty feet of the finish, when he fell, and consequently lost his position. This was one of the best races that took place. The following is the results of the different events:

One mile race—A. A. McDonald, Toronto University, 4 min. 56 secs.; R. R. Robinson.

Throwing heavy hammer—D. Cameron, 68 ft. 6 in. A. Gandier.

Throwing light hammer—D. Cameron, 95 ft. 6 in.; A. Gandier.

Putting heavy shot—D. Cameron, 25 ft. 10 in.; M. McGrath.

Putting light shot—W. Gray, 47 ft. 8 in.; D. Cameron. Half-mile walk—R. R. Robinson; A. Gandier.

Vaulting with pole—Jas. Binnie, 8 ft. 4 in.; J. Beatie and D. Cameron.

Half-mile race—1st, A. McDonald; 2nd, Corp. Campbell, R.M.C.

Bicycle race—1st, J. Minnes; 2nd, J. Sutherland.

Sack race—1st, A. Gandier; 2nd, R. R. Robinson.

Standing broad jump—1st, A. Gandier, 10 ft. 1 in.; 2nd, D. Gandier.

Running broad jump—1st, D. Cameron, 17 ft. 11½ in.; 2nd, A. Gandier, 17 ft. 11 in.

Three quick jumps—1st, A. Gandier, 29 ft. 7 in.; 2nd, D. Cameron, 27 ft. 8½ in.

Standing hop, step and leap—1st, A. Gandier, 28 ft.; 2nd, D. Cameron, 26 ft. 9 in.

Running hop, step and leap—1st, A. Gandier, 38 feet; 2nd, D. Cameron, 36 ft. 11 in.

Standing high jump—1st, A. Gandier, 4 ft. 7 in.; 2nd, D. Cameron.

Running high jump—1st, A. Gandier, 5 ft. 4 in.; 2nd, D. Cameron.

Hurdle race—1st, A. Gandier; 2nd, E. Sliter.

220 yards dash—1st, E. Sliter; 2nd, A. Ross.

Quarter mile race—1st, A. MacDonald; 2nd, R. R. Robinson.

100 yards dash—1st, E. Sliter; 2nd, A. Ross; 3rd, R. R. Robinson.

Tug of war (Arts vs. Medicine)—Won by Medicine.

A. Gandier won the aggregate, with 46 points. D. Cameron came next with 34 points.

ELECTING THE OFFICERS.

ON Wednesday evening last the "den" of the Royal medical college was formerly opened by the students. The students turned out in full force to witness the inaugural proceedings. F. B. Harkness was chosen chairman and the business of the evening begun. The treasurer was the first officer appointed, and the honor of holding the cash fell to W. A. Gray. Business men are cautioned to keep a wary eye on the modest Billy, and see that all his checks have the official stamp of the skull and crossbones, and are countersigned by the janitor. And now the great strife of the evening began: Who was to be chief justice, and who were to be his assistants? At the close of the poll the following gentlemen were declared elected:

Chief justice—John Duff.

Judges—A. Robinson, W. H. Rankin, W. C. Little.

Queen's counsel—Fourth year, S. H. Gardiner; third year, W. A. McPherson.

Clerk—W. Herald.

Medical experts—A. Freeland, W. H. Johnson.

Crier—C. N. Raymond.

Constables—J. S. Campbell, chief constable; Messrs. Scott, Switzer and Birmingham.

Treasurer—W. Gray.

MEDICAL.

THE INAUGURAL LECTURE GIVEN BY PROF. K. N. FENWICK.

THE opening address was delivered in Convocation Hall by Prof. K. N. Fenwick in the presence of the students and a large body of citizens. Dr. Fenwick proceeded to tender the students some words of advice, saying that medicine was such a progressive science that they could never afford to cease its study. Those who settle down to some routine method will be left behind in the race. Every year records some discovery or advance in the knowledge of the healing art, some new theory of treatment, soon to yield golden fruit for the good of humanity. The opening of the medical school is a pleasant link binding together the students of the past and present. He assured the students that they had friends to greet them, hands to help them, and willing hearts to serve them. It was pointed out that the profession they have chosen is a noble one, worthy of a lifetime's devotion. It has for its object the good of manhood, knows

nothing of national enmities, of political strife, or of sectarian divisions. It has no misgivings about the honesty or justice of its client's cause, for it is a cosmopolitan and is freely dispensed to men of every country and party and rank and religion, and blesses him that gives and him that takes. The profession is unselfish. The physician without remuneration from the state prevents disease, and so indirectly lessens his own means of livelihood. He teaches from door to door the causes of healthy living, which are in a great part identical with the purest morality.

The science of medicine, with all its imperfections, is not such as it was even fifty years ago. A plant of gradual growth, it has passed through many vicissitudes. Reference was made to the peculiar treatment of disease practiced by physicians of olden times. Even up to less than 50 years ago patients were bled for consumption. It is a good plan to look back at the work of one's predecessors and judge of the distances between them. It was through the labour of their predecessors that they had been enabled to surpass them. Our successes had been founded upon the thought and toil, the discoveries, and even the mistakes of those who are now fossilized in history.

Medicine has made rapid strides during the present century, owing to the brilliant discoveries that have been made in chemistry, which have thrown light on the functions of nutrition, respiration, animal heat, etc.; to the microscope, which has discovered the origin and growth of the tissues, process of inflammation, and the nature of morbid growths; to the cultivation of morbid anatomy; to the discovery by chemists of the active principles of drugs, such as morphine, quinine, etc.; and to the discovery of anesthetics, one of the greatest boons which medicine has conferred upon humanity. Another important discovery, during the last few years, has been the antiseptic system.

The way to spend the time at college was explained and some excellent advice was tendered in this respect.

PERSONAL.

MR. W. CORNETT, B.A., '88, is occupying the pulpit of St. Andrew's Church, Carleton Place, during the vacation of the pastor, Rev. Mr. MacDonald.

Messrs. J. Miller, B.A., '86, and Howard Folger, B.A., '87, have been travelling in Europe for some time past.

Dr. J. C. Connell, M.A., '88, has settled in Kingston, and is devoting special attention to diseases of the eye, ear and throat.

Messrs. Hales, Bain and Lavell, of the class of '88, have begun their law studies in Kingston offices.

Messrs. S. T. Chown, T. R. Scott and A. W. Beall attended Moody's school for bible study at Northfield and report having spent a pleasant and profitable summer.

Dr. E. H. Horsey, '88, has hung out his shingle in Clinton. Dr. H. McCammon is in Kansas City, and Dr. F. H. Koyle in Lowell, Mass. Up to date no deaths have been recorded.

Miss Lilla Irving, '90, has left with her parents for Riverside, Cal., where in future she will reside. We are particularly sorry to lose Miss Irving as she is a very clever student and immensely popular.

We have now an interesting list of marriages to present to our readers. Our old friend D. A. Givens, B.A., '79, has shown his good sense in choosing as his partner in life one of our sister students of the Medical College. The wedding took place at Brockville the latter part of May.

Mr. G. Y. Chown, B.A., last June, was married to Miss Minnie Lavell, daughter of Dr. M. Lavell, late professor in the Royal. Rev. A. Givan, B.A., was the best man on the occasion. He was probably taking lessons for the attainment of a higher position.

Rev. J. W. Boyle, B.A., received a call last June to St. Thomas. He accepted but finding his manse too large to manage alone, went to Woodstock, where he found a housekeeper in Miss McLeod. We commend his judgment.

Another wedding in which we are considerably interested came off on June 27th, in Smyrna, Asia Minor. Rev. James Machaughton, B.A., has entered into partnership with Miss Rebecca Jillson, late of New York, and the new firm will henceforth be known as Machaughton & Machaughton, missionaries, etc., Smyrna.

Now up to date not a crumb of all these wedding cakes have reached our sanctum, which is a remarkable oversight on the part of those concerned. *Verb sap.*

It is with a sad heart that we announce the death of one of Queen's brightest sons. Dr. Alfred J. Errat graduated from the Royal in '87, carrying off among other honors the gold medal awarded for general proficiency after a close contest. He then returned to his former home, Merriekville, where he opened an office, and for some months was very successful in his practice. But sickness overtook him during the winter. A severe cold was followed by consumption, which slowly but surely wasted his strength, until on Aug. 3rd he passed quietly away. His death, though in a measure expected for a long time, was deeply felt by all who knew him, and many a tear will tremble on the eyelids of his former fellow students as they read this notice.

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